REPORT RESUMES

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A PROPOSAL TO PREPARE TEACHERS AND TO DEVELOP INSTRUCTIONAL MATERIALS FOR FOOD SERVICE OCCUPATIONS--PREPARING TEACHERS AND INSTRUCTIONAL MATERIALS FOR THE FOOD SERVICE OCCUPATIONS.
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MICHIGAN STATE UNIV., COLL. OF EDUC., EAST LANSING
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A 3-WEEK WORKSHOP WAS CONDUCTED FOR 14 TEACHERS OF FOOD SERVICE PROGRAMS. THE OBJECTIVES OF THE WORKSHOP INCLUDED (1) ANALYZING THE NATURE OF FOOD SERVICE OCCUPATIONS AND RECOGNIZING THE COMPETENCIES EXPECTED OF WORKERS IN FOOD PRODUCTION, SALES, AND SERVICES, (2) DEVELOPING INSTRUCTIONAL GUIDES AND MATERIALS FOR SELECTED OCCUPATIONS IN THE FOOD SERVICE FIELD, AND (3) UNDERSTANDING METHODS SUITABLE FOR TRAINING IN FOOD SERVICE OCCUPATIONS. THE WORKSHOP PROJECTS WERE ANALYZED, AND EXCERPTS OF EACH WERE PRESENTED WITH CONCLUSIONS AND RECOMMENDATIONS. (GC)

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Preparing Teachers and Instructional Materials for The Food Service Occupations

Report of an Experimental Workshop Held at Michigan State University, August 2 - 11, 1965

EP 6

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College of Education
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PREPARING TEACHERS AND INSTRUCTIONAL MATERIALS FOR THE FOOD SERVICE OCCUPATIONS

Final Report on Vocational Education Project OE 6-85-022
entitled
A Proposal To Prepare Teachers and
To Develop Instructional Materials for
Food Service Occupations

Principal Investigators
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Home Economics Education
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The project reported herein was supported by the Office of Education, United States Department of Health, Education, and Welfare under the provisions of the Vocational Education Act of 1963

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FOREWORD TO THE REPORT

Late in 1964, vocational educators in the College of Education examined the possibility of conducting a workshop to determine the feasibility of utilizing an inter-disciplinary approach in the preparation of teachers and the development of instructional materials for food service occupations. Further study and discussion led to the drafting of a project proposal early in 1965.

The workshop was scheduled for August 2-13, 1965 as a cooperative offering of Home Economics Education and Business Education, College of Education; the School of Hotel, Restaurant, and Institutional Management, College of Business, Michigan State University; and the Division of Vocational Education, Department of Public Instruction, State of Michigan. The project was supported by a grant from the U.S. Department of Health, Education and Welfare, Office of Education. Michigan State University provided facilities and staff time.

Grateful acknowledgement is extended to the staff, resource people, and participants for their dedication and assistance in this pilot endeavor.

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CHAPTER 1

NEEDS IN VOCATIONAL EDUCATION

In recent years increased emphasis has been placed upon the need for occupational education in high school, area school, and post high school programs. The effect of social, economic, and technological change upon occupations, and consequently upon education for educational competence has been well documented.

One of the needs in vocational education is an interdisciplinary approach to occupational education since many of the present and emerging occupations are related to two or more of the traditional areas in vocational education. Food production, sales, and service occupations are of this nature. If teachers from the various areas are brought together and jointly prepare curricula and instructional materials, resulting programs should be more comprehensive in meeting needs of both employers and employees.

That the hospitality industry has need for many more trained employees has been extensively documented. A focus on the Food Service Industry indicates its tremendous growth and emergence as big business in recent years. For instance, McKinsey and Company, researching under a grant from The Statler Foundation, in 1955 determined a need for 18,000 properly trained new cooks and bakers each year. This need is due partially to the fact that Americans today spend more than $20 billion a year for food eaten away from home.[1] Furthermore, as travel and worker mobility increase, the trend seems certain to continue. The Food Service Industry ranks fourth in size among all industries in the nation and is one of the nation's biggest employers with one in every six persons employed in the retail trades being a restaurant employee.[2] It has been estimated that between 150,000 and 350,000 replacements to the industry's labor force will be needed each year.[3] Many of these replacements should be graduates of high school, vocational school, and community college programs in food preparation, sales, and service.

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[1] Vocational Guidance Manual on Careers in the Quantity Food Service Industry, National Restaurant Association, 1530 North Lake Shore Drive, Chicago 10, Illinois (1965).

Since the passage of the National Vocational Education Act of 1963, educators are giving increased attention to establishing training programs in the food service occupations. As a result, many teachers, supervisors, and coordinators find themselves with inadequate knowledge, facilities, and instructional materials to establish and maintain effective programs in the food production, sales and service occupations. Since many of the kinds of knowledge and skills involved in occupations in food service are usually related to areas within home economics, some home economics teachers can undoubtedly expect to be charged with responsibilities for programs which offer training in food service occupations.

It seems evident, therefore, that those who will supervise, teach and coordinate training in food service occupations will need assistance in gaining some occupational competence in analyzing and interpreting the nature of those occupations in understanding the workers who enter these occupations, in developing curricula that meet the needs of both the students and industry, in using effective teaching methods, and in planning facilities.

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[2] Ibid.

[3] Greenway, Donald, "An Overview of the Food Service Industry", Manpower and Training Needs of the Food Service Industry, Report of National Conference conducted by the Office of Manpower, Automation and Training, the Bureau of Employment Security, and the Bureau of Apprenticeship and Training of the Department of Labor and the Division of Vocational and Technical Education, Office of Education, Department of Health, Education and Welfare, April 22-24, 1964 (Washington, D.C.: U.S. Department of Labor, 1964) p. 4.

CHAPTER 2

AIMS OF THE WORKSHOP

In an effort to aid those charged with the task of establishing or remodeling programs, the College of Education joined with the School of Hotel, Restaurant, and Institutional Management at Michigan State University to conduct a workshop August 2 - 13, 1965. Participants were to include home economics teachers and supervisors, and others such as distributive or industrial education personnel who will supervise, teach, and coordinate high school, area school or post high school food service occupational training programs.

The Workshop was designed to provide opportunities to examine the nature of food production, sales and service occupations and the competencies expected of workers; to survey possible teaching methods; to review various plans for providing facilities for programs; and to review and develop instructional outlines.

Particular attention was to be given to the studying characteristics of disadvantaged youth and the provisions required to prepare them for possible entry into food service occupations.

The specific objectives of the Workshop were to:

1. Analyze the nature of occupations in the areas of food production, sales, and service.

2. Understand the competencies expected of workers in food production, sales and service occupations.

3. Recognize the characteristics of workers who select food service occupations.

4. Develop instructional outlines and materials suitable for use with students of various ability levels.

5. Understand methods suitable for instruction in food service occupations.
6. Develop desire to gain further education and skill in teaching, supervising, and coordinating programs in training for food service occupations.

CHAPTER 3

RATIONALE FOR CURRICULUM DEVELOPMENT

The workshop was designed to provide opportunity to increase competence in selected phases of curriculum development through a process of constructing outlines and guides, teaching aids, and instructional materials for occupational training programs in food service. Progress toward advanced levels of performance are facilitated by an understanding of fundamental principles and processes of curriculum development. Since the workshop was intended primarily for educators,[4] it was assumed that enrollees would display a basic understanding of:

1. A general basis for curriculum development, including factors related to: social and educational philosophy, how learning takes place, the learners, the setting in which the learning is to take place, and the nature of the content to be learned.
2. How to develop and appraise purposeful learning experiences.
3. How to evaluate achievement.

There are many approaches to the process of curriculum development. In view of the previous assumptions, the following rationale served to review some of the important elements and relationships involved in achieving and maintaining a curriculum as these might apply to the development of projects in the Workshop.

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[4] Home economics teachers and supervisors and distributive or industrial education personnel who supervise, teach and coordinate high school, area vocational school, post high school and adult retraining programs for food production, sales, and service occupations.

A. ESSENTIAL FACTORS IN GENERAL CURRICULUM DEVELOPMENT

The development of any plan of instruction may be thought of as a four-fold problem involving: (1) the determination of objectives that should be attained; (2) the design of educational experiences that are likely to provide for attainment of the objectives; (3) the effective organization of educational experiences; and (4) the appraisal of the extent to which the objectives are being attained.

Developing Objectives. Since all aspects of the educational program are really means to accomplish basic educational ends, it is important that clearly defined objectives be established. In the final analysis, objectives are a matter of choice. However, the probability of wise decisions tends to increase when means of systematic development are employed. A systematic development of objectives involves the consideration of the sources of information which may suggest objectives, the factors which may serve as guides in the final selection of objectives, and the manner of articulation and communication of the objectives.

Objectives are frequently suggested from three main sources of information: the nature and needs of the learner, significant aspects of the current social scene, and the nature of the subject matter being considered. These three sources usually suggest more objectives than can be practically incorporated into most educational programs. To select a few highly significant, consistent objectives it is necessary to sort through the objectives thus far assembled and eliminate those which are less important and/or contradictory. The educational and social philosophy to which the school is committed provides one basis for sorting. A second basis employs what is known about the psychology of learning. Educational objectives serve to indicate the products to result from learning and also to guide the processes by which the learning is to transpire. Unless the objectives are in conformity with considerations intrinsic to learning they are ineffective as educational goals.

To promote effective communication, the meaning conveyed by an objective must be as clear, concise, and consistent as possible. Since objectives are also to direct the selection of learning experiences and to guide teaching, it would be well to draft the objectives in a form which specifies the totality of the educational end--the kind of behavior to be developed in the learner and the content or area of life in which this behavior is to occur.

In specifying the kind of behavior indicated by the objective, it is helpful to use terms which clearly distinguish among various types of behavior. There has been wide acceptance of the Taxonomy of Educational Objectives formulated by Bloom and others in Handbooks I and II. Each of the three categories of objectives--cognitive, affective, and psychomotor--has also been analyzed into levels or progression of difficulty. Outlines of these levels appear in Figures 1 - 3.[5]

Selecting Learning Experiences. The selection of learning experiences may be viewed as a two-fold problem of 1) determining the kinds of experience likely to produce given educational objectives and 2) setting up situations which will evoke within the students the kinds of learning desired. This involves making an accurate prediction regarding the likelihood that a given situation will bring about the preferred response from a student, that reaction also being the kind essential to the type of learning desired.

Although the learning experiences appropriate for attaining objectives will vary with the kind of objective sought, there are many particular experiences that can be used to attain similar educational ends. The following principles guide the development and selection of learning experiences:

1. A student must have experiences that give him the opportunity to practice the kind of behavior implied by the objective.

2. The student must obtain satisfaction from carrying on the kind of behavior implied by the objective.

3. Reactions desired in the experience must be within the range of possibility for the students involved.

It is well to remember that the same learning experience will usually bring about several outcomes which may or may not compliment the primary objective.

Organizing Learning Experiences. At least three factors are involved in the effective organization of learning experiences. First, there must be some continuity of major concepts, skills, and attitudes and recurring and continuing opportunity for these major curriculum elements to be developed and practiced. Then, these recurring major curriculum elements need to be sequentially organized so that development and practice occurs at progressively more complex levels. If the

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[5] Adapted from Dr. Marjorie Brown's materials presented at 1962 November Conference for Home Economics Teachers, Grand Rapids, Michigan.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
(Memory; recall to mind the appropriate information)	(Apprehend and make use of an idea)	(Use ideas, principals, theories in particular situations)	(Break down a communication into component parts to clarify the organization of ideas)	(Combine elements into a unified organization or whole)	(Use of appropriate criteria to judge the value of ideas, procedures, methods, etc.)
	Involves knowledge of facts, principles, conditions, etc.	Involves knowledge, and comprehension.	Involves knowledge, comprehension and application.	Involves knowledge, comprehension, application, and analysis.	Involves knowledge, comprehension, application, analysis and synthesis.

Figure 1

BEHAVIORS IN THE COGNITIVE DOMAIN

Attending	Responding	Valueing	Organizing	Characterizing
(Become aware; be willing to learn and try a particular response)	(Initially may react out of compliance, later out of willingness and satisfaction.)	(The process of accepting the worth of an object idea, or a behavior; attempting to promote it as a value; and developing commitment.)	(Determining interrelationships of values; establishing a hierarchy.)	(Generalization of selected values into controlling tendencies with subsequent interpretation into a total philosophy.
	Initially involves attending.	Initially involves attending; requires a response.	Initially involves attending; requires a response and development of values.	Initially involves attending; requires a response and development and organization of values.

Figure 2

BEHAVIORS IN THE AFFECTIVE DOMAIN

Observe	Imitate	Practice	Adapt
(Watches steps, techniques, or a process rating the finished product or behavior.)	(Follows directions, carrying out steps with conscious awareness of effort.)	(Repeats steps until some or all aspects of a process requires little conscious effort; performs habitually and smoothly.)	(Make modifications in a process to suit the particular circumstances.)
	Involves observation.	Involves observation and imitation.	Involves observation, practice. and imitation.

Figure 3

BEHAVIORS IN THE PSYCHOMOTOR DOMAIN

practice repeatedly occurs merely at the same level, there is no developmental progression. Thirdly, the organization of learning experiences should be such that the learner acquires an increasingly unified view of the concept and also unifies his behavior in relation to the learnings being developed.

The structural organization of learning experiences is also an important consideration, the elements of which may be organized according to three levels. At the lowest level of organization, structural elements include: 1) the lesson which is usually considered as a discrete unit for a single day, 2) the topic which may be several days or weeks in duration, and 3) the unit which usually consists of experiences which center around problems or major purposes and last several weeks.

Possible structures at the intermediate level are 1) courses designed as sequences or 2) courses that are units for a single semester or year without being considered part of a longer time sequence.

At the most general level, the organization may follow 1) a segmentation of specific subjects, 2) broad fields such as mathematics, 3) a core of general or vocational education combined with broad fields or specific subjects, or 4) a completely undifferentiated structure where the total program is treated as a unit.

Planning A Unit of Organization. Planning the unit of organization can be undertaken in a number of ways. Whatever the approach, to a greater or lesser degree, decisions regarding the following are involved:

1. Whether the general scheme of organization will be by specific subject, broad field, or core programs.

2. The type of organizing principles to use, such as chronological, increasing breadth of application, etc.

3. The type of low-level unit to use, whether it be the daily lesson, topic, or teaching unit.

4. Development of flexible plans or resource units to be used by each teacher and determination of the scheme by which the unit will be organized, such as major concepts, problems, activities, etc.

Evaluation may be thought of as a process for determining the degree to which desired changes of behavior are actually taking place. This concept implies that evaluation is an integral part of the educational program. Appraisal would then be necessary at least twice: first, during an early part of instruction to ascertain the beginning level of achievement and again at the conclusion of instruction to measure the change that has resulted.

Since acquired evidence about behavior changes must be interpreted in light of the objectives of the program, it is essential that the objectives be clearly and explicitly defined. Unless there is some clear conception of the sort of behavior implied by the objectives, one has no way of ascertaining the type of behavior to look for in the students to check the degree to which the objectives are being realized.

To be a fully systematic process, some means of recording the behavior of students becomes necessary. Any evaluation device should utilize situations which are likely to evoke the sort of behavior specified by the objectives. The means of obtaining the information vary from paper and pencil tests to tapes or motion picture recordings. The appropriate selection would of course depend upon the factors already outlined and the resources available to the evaluator.

The process of evaluation can serve a variety of functions. The strengths and limitations of the instructional program may be identified and aspects needing further attention pointed out. Evaluation can serve to clarify educational objectives. Students can be influenced in their study by the kind of evaluation to be made and the results of evaluation can aid in the guidance of pupils.

B. ESSENTIAL FACTORS IN THE DEVELOPMENT OF OCCUPATIONAL TRAINING PROGRAMS

Programs for gainful employment utilizing home economics knowledge and skills emerged as an outcome of the passage of the Vocational Education Act of 1963. Thus, home economics education acquired a dimension in addition to that of educating for homemaking.

Elements of Occupational Program Development. The following elements are involved in the process of establishing an effective occupational training program.[6]

1. Become acquainted with local employment needs, through the Bureau of Employment Security, business organizations, and lay readers.

2. Organize a local advisory committee.

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[6] Reinwald, Clio. "Education for Employment", The Bulletin of the National Association of Secondary-School Principals, Vol. 48, (December, 1964), p. 31-34.

3. Develop a job analysis, identifying the functions the course will serve and define the responsibilities of the job, so the content will be relevant.

4. Develop a curriculum specifically for a certain occupation and to meet local needs, by identifying the goals and anticipated learnings.

5. Carefully plan the learning experiences to be challenging but practical. Class experiences will be based on actual work involved in the job.

6. Make arrangements to use available resources pertinent to the training for the specific occupations being learned.

7. Plan for the length of the course, considering prerequisites and follow-up.

8. Consider the qualifications necessary for the teacher.

9. Survey present school facilities for space and then plan for additional equipment.

10. Estimate the cost of the course and plan the budget.

11. Select students on the basis of interests, abilities and attitudes.

12. Arrange for actual work experience with business, industry, or institution outside the school, considering hours, working arrangements, supervision, insurance, and other problems which may develop in cooperative work programs.

13. Establish criteria for determining when a student has developed to a place that the teacher or supervisor would consider recommending him for employment.

14. Organize a plan for follow-up of students to determine the effectiveness of the program.

15. Plan for a sound public relations program.

While the process of developing occupational training programs will utilize many of the factors discussed in the general basis for curriculum development, it may be well to emphasize some elements of a contrasting nature.

Basis for Occupational Programs. Programs for occupational training will be provided only when there is established evidence of job opportunity. Preparing people for employment involves a more specialized type of program than preparing for homemaking. It is necessary to narrow the learning, to be very specific in those skills considered important to successful employment, and have class experiences based on the actual work involved in the job. Appropriate work habits and attitudes will be incorporated along with instruction in the manipulative skills and practical processes of the job. In other words, instruction needs to be sufficiently broad but at the same time intensive enough to prepare students for satisfactory and continuing employment. In the final analysis, the effectiveness of a program which trains for gainful employment is determined by the number of graduates employed and whether they stay employed.

Assuming that local employment needs have been established, the content for a vocational education course to meet those needs is based upon a job analysis. Not to be confused with a job description or job specification, a job analysis is a classified list of inventory of the learning units of a trade or occupation which consists of: 1) a list of items a person must know and do in the specific trade or occupation in question; 2) specific directions for the performance of each of the above tasks; 3) topics concerning the information needed to carry out the directions on how to perform the job analyzed; and 4) related topics (science, mathematics, etc.) that will provide the information needed to master the topics to be listed under item "3" above.[7]

Responsibilities of Personnel. Due to the number and complexity of responsibilities associated with establishing and maintaining occupational training programs, it is expected that several persons may be involved in the execution of these responsibilities. Those in home economics may find themselves unfamiliar with many of these behavioral dimensions. In addition to planning classroom and laboratory experiences and developing instructional materials, responsibility must be assumed for: planning and maintaining facilities, coordination and supervision of the experience program; involvement of appropriate agencies in planning and advisory duties; evaluation, placement, and follow-up of the trainees; and arranging for in-service education for staff.

It is not within the scope of the workshop to undertake a detailed analysis of the process of integrating the many tasks involved in the development of an effective occupational training program. It would seem, however, that an awareness of the nature of the roles and integrations involved would be an asset to anyone participating in this process of program development. Ultimately, the program must function as a cohesive whole and any segment must be considered in light of its relationship to the total process.

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[7] Roberts, Roy W., Vocational and Practical Arts Education. (New York: Harper and Row, 1965), pp. 542-543.

CHAPTER 4

ORGANIZATION OF THE WORKSHOP

Michigan State University occupies a rather unique position for providing an interdisciplinary approach since the world famous School of Hotel and Restaurant Management is located on the campus. Furthermore, all of the vocational areas are administered in the College of Education.

This chapter outlines the general nature of the Workshop program, academic credit granted, special course materials, administration and staff, publicity, and facilities and equipment.

A. GENERAL NATURE OF THE PROGRAM

The Workshop program was designed for a two-week period with daily programs from 9 a.m. to 3 p.m. Monday through Friday. Generally, lectures and basic instruction were scheduled for the morning sessions. Afternoon sessions were devoted to field trips, films, group work, and individual study. Conferences with the faculty and consultant staff were available on a request basis. Each enrollee participated in the scheduled program of lectures, demonstrations, and discussions and also carried out a project on an individual or group basis.

A more detailed outline of the Workshop program appears in Figure 4. A member of the Workshop staff served as chairman for each of the sessions. Workshop participants were encouraged to question, comment, and discuss presentations of the resource personnel. Additional program information is included in section A.1 and A.2 of the appendix. A complete listing of staff and resource personnel appears in appendix C.1.

Figure 4

REVISED PROGRAM
8/65

Workshop: Curriculum and Methods for Food Service Occupation Programs
August 2-13, 1965

August 2

9:00-10:00
Registration and Introduction to Workshop

10:15-12:00
Orientation: Nature of
Food Service Occupations
Miss K. Bruce

2:00-3:45
Detailed Nature of Food
Service Occupations
Mr. L. Zehnder

August 3

9:00-10:00
Job Descriptions
Dr. F. Shedd

10:15-11:15
Level of Personnel Needed
Mr. C. B. Knapp
Mr. H. Aarison
Mrs. R. Howe

11:15-12:00
Federal Legislation on
Wage Earning
Mr. W. Pierce
Mr. H. O. Barbour

1:00-3:00
Organization of Work
Groups & Projects
Dr. H. Hollandsworth

3:00
Trip to M.S.U. Stores

August 4

9:00-10:00
Facilities for Food Service Programs
Dr. E. Kazarian

10:15-12:00
Dining Room Management, Hostessing
and Cashiering
Mr. F. Lance

*1:00-1:45
Instructional Materials
Mrs. H. Weiss

2:00-3:45
The Culturally Disadvantaged and Food
Service Occupations
Dr. H. Hollandsworth

August 5

9:00-12:00
Butchering, Grading & Identification
of meats
Dr. J. Price

1:00-3:00
Choice of Lab or Group Work Session

August 6

9:00-10:00
Project FEAST
Mrs. H. W. Gifford

10:15-12:00
Cutting Tests
Mr. N. Steiner

1:30-3:00
Choice of Lab or Group Work Session

Figure 4, continued

August 9

*9:00-10;00
Group Work Session

10;00-12:00
Viewing Films & Instructional Aids
Mr. W. Stafford
Mrs. S. McCoy

1:00-3:00
Choice of Lab or Group Session

August 10

*9:00-10:00
Cooks' Training School
Miss G. Knight

*10:13-12:00
Demonstration: Pastry
Mrs. W. Stafford

1:00-3;00
Choice of Lab or Group Work Session

August 11

9:00-12:00
Table Service (Waitressing, Work Stations, etc.)
Miss G. Knight

1:00-3:00
Choice of Lab or Group Session

3:00
Field trip to residence hall food service

August 12

9:00-12;00
Food Handling: Cafeteria Line Service
Miss W. Eliason

1:00-3:00
Choice of Lab or Group Work Session

August 13

9:00-12:00
Reports of Group Projects

1:00-3:00
Reports, Continued
Evaluation of Workshop

*Program substitution due to cancellation of originally scheduled presentation.

B. SPECIAL COURSE MATERIALS

Each enrollee received a copy of Job Descriptions for Club Occupations.[8] Lack of extensive, centrally located library holdings produced considerable problems in acquisition and organization of the materials. However, through the generous courtesy of participating staff members and Workshop consultants, a representative sample of available mimeographed materials, instructional aids, curriculum guides, and references were provided on a loan basis. Selected bibliographies were distributed. These appear in sections D.1 and D.2 of the appendix.

C. ACADEMIC CREDIT

Each student accepted for study by the University could earn three term credits which could also be applied toward a graduate degree. A brief explanation of the course offerings may be found in sections B.1, B.2, and B.3 of the appendix.

D. ADMINISTRATION AND STAFF OF THE WORKSHOP

Administration. The Workshop was a cooperative offering of Home Economics Education and Business Education in the College of Education; The School of Hotel, Restaurant, and Institutional Management in the College of Business, Michigan State University; and the Division of Vocational Education, Department of Education, State of Michigan.

Dr. Helen Hollandsworth, Associate Professor of Home Economics Education and Professor Henry Ogden Barbour, Director of the School of Hotel, Restaurant, and Institutional Management served as co-directors.

Consultants. A number of well qualified individuals served as consultants during the various stages of planning, conducting, and reporting the Workshop. As is indicated by the schedule, on exhibit in appendix A.2, several of the consultants also served as valuable resource personnel for major presentations on the program. A complete listing of the consultants is on exhibit in appendix C.1.

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[8] Job Descriptions for Club Occupations. Developed by Michigan State University School of Hotel, Restaurant, and Institutional Management. Washington: Club Managers Association of America, 1964.

E. PUBLICITY

Publicity for the Workshop was done in several ways. Announcement of the Workshop offering was made by the directors at various conferences which they attended preceeding the opening of the Workshop. In addition, advance announcements were mailed to groups such as the Michigan Committee on Education for the Hospitality Industry and individual leaders of business and industry concerned with occupational education in food production, sales, and services. A listing also appeared in the monthly Newsletter[9] of the Council on Hotel, Restaurant, and Institutional Education.

Interested potential participants were supplied with copies of the Workshop information which are on exhibit in sections A.1, B.1, and B.2 of the appendix.

F. FACILITIES

Conference Facilities. The majority of Workshop sessions were conducted in the Kellogg Center for Continuing Education. Located on the Michigan State Univesity campus, Kellogg Center is the nation's largest laboratory for hotel, restaurant, and institutional management students. The seven-story building contains equipment laboratories, conference rooms, varied dining facilities, and guest rooms for conference guests.

Excellent opportunities for field trips and observations exist on campus. The Workshop program provided opportunity for participants to tour the centralized Food Stores and the dormitory food service facilities in Case Hall. A visit to food science laboratory facilities was also made. For those who desired, supervised production work at a dormitory food production station was arranged.

Other facilities available to all participants included the University library, the Instructional Materials Center in the College of Education, the Michigan Department of Education, and the Michigan Department of Health. The latter two are located near the campus.

Housing and Meals. University residence hall accommodations were open to those who wished to live on campus. The majority of the participants resided in the dormitories and either ate there or in the other food service facilities about the campus. Participants were encouraged to eat noon meals and dinner together and informal evening sessions in the residence hall permitted discussions to carry beyond the formal schedule of the workshop program.

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[9] Circulation of approximately 600 throughout the United States.

Transportation and Travel on Campus. Although University bus service was available to Workshop participants, the participants were subject to the driving and parking restrictions of the University.

CHAPTER 5

INFORMATION CONCERNING ENROLLEES

Fourteen persons, nine women and five men, officially enrolled in and successfully completed the two-week Workshop. Selected Workshop sessions were visited by individuals from various food services on campus, by students enrolled in specialized classes in food service, and by staff members from various departments in the University and the Department of Education, State of Michigan.

To survey the nature of previous experiences, background information was solicited from the enrollees. Complete personal data was obtained from nine of the enrollees while only partial information was secured from the remaining five. Following is a summary of some of the information obtained:

Locations represented

1. Ten of the enrollees were from Michigan, two were from Wisconsin, one was from the Virgin Islands, and one was from Ontario, Canada.

2. Urban and suburban locations were equally represented. None of the enrollees were employed in rural or small-town locations in the continental United States.

Present employment affiliations

1. Ten of the enrollees were employed by school systems.

2. Three of the enrollees were employed by various establishments in the commercial food service industry. These individuals were indirectly associated with training programs organized and operated by their employers.

3. The one enrollee who was currently not affiliated with any program anticipated association with a training program at a future date.

Types of schools represented

1. The majority (eight) of the enrollees were affiliated with large public school systems which offered predominantly K-12[10] programs. One enrollee was employed in an institution at the post high school level.

2. One enrollee was associated with a private (religious) institution.

Types of positions held

1. Three of the enrollees were employed in commercial food service as waitresses and waiters.

2. Five enrollees were involved in school food service; three as directors, one as a food service supervisor and one was a teacher-coordinator.

3. Three enrollees were directly involved in training programs in food service; one as a coordinator, one as a teacher-coordinator, and one as a teacher.

4. Three enrollees served primarily as high school home economics staff members. Two were teachers and one was a vocational department head.

Time devoted to training in food service

1. Approximately 65 per cent of the enrollees were currently devoting one-fourth or less of their time to teaching and/or coordination in food service training programs. Of these, one-half were presently not devoting any time to training programs.

2. Two of the enrollees worked full time teaching and/or coordinating training programs in food service.

3. For a few individuals, there was indication of a slight increase in the proportion of time being devoted to training programs. For the group as a whole, however, the picture of distribution of time for the previous two years was essentially the same as outlined in the statements one and two above.

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[10] Kindergarten through twelfth grade

4. A minority of the participants anticipated becoming full-time teachers and/or coordinators for programs which would begin within the next two or three years.

Educational preparation

1. Eleven of the fourteen enrollees were graduates of four-year college or university programs. Of these, three had also earned a master's degree.
2. Three enrollees had not completed an undergraduate degree or its equivalent.
3. Six enrollees had earned credits beyond the highest degree held but only two of these persons indicated that they were working toward a master's degree.
4. The majority of undergraduate degrees were home economics. Five of the degrees were in home economics education, three in foods and nutrition, and one in institution administration. One enrollee held an undergraduate degree in industrial education and another enrollee's degree was in liberal arts.
5. At the master's level, two of the degrees held were in home economics and home economics education and one was in vocational education.

Types of previous experience

1. The enrollees had a wide variety of previous experience in various aspects of food service. These included experience in: hospital dietary departments; college dormitory, camp, and YMCA food services; food service operation of a large department store; tea room manager; and management of a restaurant.

Membership in organizations related to food service

1. A total of thirty-one memberships were reported in organizations related to food service. Of these, eleven were memberships at the national level, eleven at the state level, and nine at the local level.
2. Memberships in thirteen different organizations were reported.

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CHAPTER 6

WORKSHOP PROJECTS

The Workshop was formulated upon the premise that those charged with the development of occupational training programs in food service would need assistance in understanding the nature of occupations in the food service industry as a basis for developing curricula, instructional materials, and teaching methods suitable for training students of varying interests and abilities.

Since the Workshop was intended primarily for educators, considerable opportunity for independent development of curricula and instructional materials was planned. Guidelines for the projects were established by means of a review of the elements involved in the development of curricula and instructional materials as reviewed earlier in Chapter 3.

During the first sessions of the Workshop it became increasingly evident that there was a need for a thorough consideration of each aspect of curriculum development to supplement the general review that had been conducted. Furthermore, those initiating training programs expressed concern regarding the total process of planning and implementing an occupational education program.

In view of these complications, it became necessary to consider modifying the Workshop plans since meeting the emerging demands would require a set of program arrangements quite different from the original Workshop agenda. Among the many other factors to be weighed in formulating program modifications were the advance preparation of the many resource persons and the committments of staff in addition to the Workshop. Under the circumstances, the most feasible program alteration involved modifying the expectations regarding the outcomes of the individual and group projects.

Development of the projects was treated as an initial step in an evolving process of developing refined curriculum and instructional aids through continued study, testing, evaluation, and revision of the materials in classroom situations. At the termination of the Workshop, copies of the projects were distributed to participants for the purpose of sharing and testing approaches in the programs which they would be establishing or reorganizing.

The resulting projects were reviewed by members of the Workshop staff. To illustrate the nature of the projects, the basis for the analytic review and a summary of the results are included in the following sections of this chapter.

A. ANALYSIS OF PROJECTS

Criteria for Analysis. Considering the fundamental approach to curriculum development outlined earlier in Chapter 3, the following questions were raised to guide the analysis and appraisal of projects.

1. To what extent are objectives precisely and consistently formulated to clearly indicate the nature and level of student behavior desired and to specify the content or area in which the student is expected to exhibit the desired behavior?
2. To what extent does it appear that the objectives are necessary and adequate to direct the accomplishment of tasks implied by the description or analysis of the job for which the training is designed?
3. To what extent is the indicated content appropriate and sufficiently comprehensive to enable the learner to perform at a level required by the job for which he is being trained?
4. To what extent are the kind and number of learning experiences likely to provide appropriate opportunity to develop the behavior specified by the objectives within the range of possibilities for the students involved?
5. To what extent does it appear that instructional methods and/or instructional tools will be likely to promote the development of the desired behavior specified in the objectives?
6. To what extent is it likely that each project would be effectively integrated into the total program in which it might operate?

7. To what extent have content and learning experiences been effectively and appropriately organized?

Since the academic credit for the Workshop was extended on a graduate level, sufficient evidence of use of appropriate, consistent, and academically accepted procedures in planning and carrying out the projects was considered important.

Analysis of the Projects. The resulting Workshop projects were carefully reviewed using the preceding questions as guides. Some of the major findings which emerged from the review are summarized as follows:

1. While the projects either designate or imply that the programs are intended for high school students, a clear indication or description of the type and level of students is generally omitted.

2. In the four group and individual projects concerned with structuring content, neither a job analysis nor a reference to one was included in any project. The one job description included in a project appeared without any specified relationship to the course objectives which preceded it or to the content outline which followed.

3. Objectives generally were phrased to include a behavioral element and an area in which the behavior was to occur. However, consistent and precise interpretation of many objectives was limited due to use of nebulous and overly general terms to refer to behavior changes (for example, "to learn"). Many objectives were also phrased in terms of teacher, rather than student, behavior making precise interpretation difficult.

4. Categorization of objectives according to the behavioral levels outlined in Chapter 3[11] provides the following observations.

    a. Approximately one-fourth of all objectives clearly appeared to be of a cognitive nature, occurring mainly at levels of "knowledge" and "comprehension."

    b. Approximately one-third of all objectives clearly stated or implied behavior of an affective nature generally corresponding to the level of "valueing."

    c. Several objectives implied some type of psychomotor development but the level of behavior frequently was not precisely stated. The vague term "skill" appeared frequently.

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[11] pages 8 - 10.

5. The extent to which the adequacy of content can be appraised is limited due to the omission of analyses and descriptions of jobs and types of students to be trained, especially in those programs aiming toward training for a cluster of occupations.

6. While several examples of innovative learning experiences appear, lectures and demonstrations are methods frequently noted as being the sole activities listed for certain topics. For most students, achievement of the levels of skill demanded by the occupations in question, will certainly require application of knowledge, understandings, and skills in a realistic situation. For the many students who will not become competent upon the first exposure, there appears to be limited provision for paced progression until a particular behavior, or set of closely related behaviors, is mastered.

7. A wide variety of instructional materials has been included in most projects. In a few sections the extent of references and suggested materials resembles that of a resource unit. In no project, however, are the sections consistently developed to that level. A moderate variety of instructional materials, including visual materials, is indicated in most sections but in a few sections, the development of instructional materials is at a minimum level.

8. While it is assumed that the guides have been designed for one- or two-year programs, there is little indication in any project of the anticipated length of daily or weekly periods of instruction. References to correlated cooperative experiences are also omitted. A complete appraisal of the organization and integration cannot be made without having some indication of the length of basic instructional units to be used and the intended proportion of time to be spent in various areas.

9. In some instances, the final rendering of the projects departs considerably from standard academic procedures with respect to research, organization, and writing. Footnotes and adequate bibliographies are frequently omitted.

B. PROJECT EXCERPTS

An indication of the nature of the projects produced during the Workshop may be obtained from the escerpts and summaries of the projects included in Figures 5 - 10.

These excerpts and summaries include comments regarding the scope of the project, lists of contents and/or objectives, and an illustration of the format used in outlining the contents. These are taken from the final versions of the projects and with the exception of the comments outlining the scope of the projects, the original terminology and style of presentation has been preserved.

Figure 5

Excerpts from Project 2:
Orientation Unit On Waitress or Waiter Training

SCOPE OF PROJECT

Intended for use at the secondary level, this guide has been developed for an introductory pilot course in food service which would be coordinated with the food production and serving operation of the school lunch program.

The guide has been constructed with a core of objectives serving as a basis for the development of the anticipated learnings, suggested learning activities and references which are indicated in the outline form.

In some areas the guide exhibits characteristics of a unit plan for a particular teacher and in other areas resembles a more generalized resource unit. Suggestions for attaining objectives range from a basic minimum for certain objectives to an extensive array for others.

The contents of the guide are prefaced with: a brief recognition of the general occupational problems facing the youth of today and implications which may result; an identification of some local and national employment needs and related opportunities available in the food service industry, and a recognition of some guidelines to consider when planning programs for employment training.

Since the length of the course, intended ability levels, prerequisites and suggestions for evaluation are not specified, the major decision regarding the implementation of the contents of this guide rests with the individual teacher.

OBJECTIVES

1. To create an awareness of the needs and opportunities for high school students in the Food Service Industries.

2. To help students realize the importance of the human relationships factor in employability.

3. To help youth appreciate the importance of food in everyday life and in the total economy.

4. To develop an appreciation of sanitation and hygiene, both as personal and public trusts.

Figure 5 (continued)

5. To teach safety in all aspects of Food Service Work.
6. To encourage the development of occupational competency and high standards of workmanship.
7. To help students obtain some basic skills of waitress work for entry into the Food Service Industry.
8. To enlist talents of school lunch staff to assist in developing a strong Food Service Program for students; to utilize facilities of lunchroom kitchen in realizing this objective.

CONTENTS OF PROJECT AND ORDER OF PRESENTATION

- o Introduction
- o Guidelines to Program Planning
- o Course Description
- o Objectives
- o Job Description
- o Suggested Content for Attainment of Objectives

EXAMPLE OF ORGANIZATIONAL FORMAT FOR CONTENT OF PROJECT

Objectives	Anticipated Learnings	Suggested Activities	References

Figure 6

Excerpts from Project 3: A Unit on Hygiene and Sanitation

SCOPE OF PROJECT

This guide for a unit on sanitation and hygiene was designed for use in the food service program of a vocational training school. The unit is comprised of a developmental outline of the following topics.

1. Food and Disease
2. Food Poisining
3. Personal Hygiene
4. Sanitation and the Law
5. Sanitation and Food
6. Sanitation and Utensils
7. Good Housekeeping

The guide consists primarily of a detailed factual outline for each of the above topics and an extensively developed appendix and bibliography which resemble the developmental detail of a resource unit. A coded list of resources permits the use of conveniently brief notations within the content outline.

Since many of the suggestions for teaching methods and learning experiences are confined to quite brief notations, considerable opportunity exists for independent development of supplementary learning experiences to explore the outlined content and attain the intended objectives.

OBJECTIVES

1. To acquaint students with the basic fundamentals of sanitation and how they may be implemented.

2. To develop skills and knowledge needed to handle food safely.

3. To develop essential health practices in the areas of personal hygiene, disease, food poisoning, and food spoilage.

4. To develop an understanding of sanitary housekeeping methods.

5. To understand the personal responsibility of all food handlers for the preparation and handling of foods which are safe for consumption, regardless of the job.

Figure 6 (continued)

CONTENTS OF PROJECT AND ORDER OF PRESENTATION

- o Unit Description
- o Unit Objectives
- o Topical Outline of Lesson
- o Detailed Development of Each Topic
- o Appendix - Resource Materials and Listing of Teaching Aids
- o Bibliography

EXAMPLE OF ORGANIZATIONAL FORMAT FOR CONTENT OF PROJECT

Lesson Three - Personal Hygiene

Lesson Objectives - To understand what personal hygiene means, what the benefits are, and how it is implemented

- To develop a feeling of responsibility for the health of customers and fellow workers

- To develop a sense of pride in appearance, health and personal habits.

Content	Resources/Methods

Figure 7

Excerpts from Project 4:
A Curriculum Guide for Tenth Through Twelfth Grades
For Waiters and Waitresses Food Service Training Course

SCOPE OF PROJECT

This guide has been designed for a program which is being created to meet the demands for improved dining room service in the rapidly expanding tourist industry of the Virgin Islands.

Since it is unlikely that foreign-trained waiters and waitresses will continue to meet the increasing demands for employment, it is imperative that more youth in the Virgin Islands be encouraged and trained for present and future positions in food service. There are immediate employment opportunities offering job security and advancement to those having previous training.

The basic problem of the program is to determine the range of training required and then to attract and provide the high school youth with the fundamental skills, knowledge, and attitudes which will qualify them for the levels of employment available.

The content intended to meet the following objectives is organized in an adapted version of a skeleton outline. The writers propose neither to limit the scope of the suggested outline nor to include every possible unit which can be taught in a training course for waiters and waitresses.

Although the title of the guide suggests that it is intended for use in the tenth through twelfth grades, neither the length of the course nor a course schedule has been included. This would leave to the supervisors and/or teacher the task of deciding upon supplementing the guide or deleting sections in order to achieve a workable course of study

OBJECTIVES

1. To teach the required skills associated with food and wine service.
2. To teach education adapted to the food service field to strengthen the students' potential development.
3. To teach correct methods of work performance.
4. To teach the value of orderliness and pre-planning.

Figure 7 (continued)

5. To develop an appreciation of a job well done and seeing a satisfied customer.

6. To develop an appreciation of the importance of the role of the waiter or waitress in the food service occupation.

7. To develop an appreciation of sanitation and hygiene, both as personal and public trusts.

CONTENTS OF PROJECT AND ORDER OF PRESENTATION

- o Introduction
- o Objectives
- o Outline of essential learnings, suggested content, and resources on the following topics:
  - Role of waiter and wiatress in promoting the food service industry
  - Professional skills
  - Professional qualification
  - Essentials of good grooming and sanitation
  - Pre-service duties
  - Most common types of food service
  - Service duties
  - Presenting the menu
  - Writing the check
  - Placing the order in the kitchen and service bar
  - Picking up the food order
  - Serving the guests
  - Important Do's and Don'ts
  - Finding a position

EXAMPLE OF ORGANIZATIONAL FORMAT FOR CONTENT OF PROJECT

Essential Learnings (Skills and Knowledge)	Scope of Instruction Suggested Content	Resources

Figure 8

Excerpts from Project 1: An Orientation Curriculum in Food Service

SCOPE OF PROJECT

This group project is comprised of a collection of outlines of selected areas or an orientation curriculum in food service. These outlines appear to be intended for an introductory course at the secondary level in which students would explore various phases of commercial foods prior to entering an in-service training program.

The format used in most outlines, illustrated below, is commonly to many curriculum guides. Some variation appears with respect to the detail with which the different outlines are developed. In some sections the material is expanded to the extent of a comprehensive resource unit. The outlines appear to be treated as separate units. Final determination of the coordination, length, supplementation, and deletion of content must be made by the supervisor and/or teacher using the material.

OBJECTIVES

1. To become aware of the nature of suitable saleable skills.
2. To develop high standards of workmanship.
3. To become aware of the advantages, demands, and scope of the food service industry.
4. To develop knowledge and skill in the production and serving of foods.
5. To develop the desire to gain further knowledge and skill in some aspect of food service training.

Figure 8 (continued)

CONTENT OF PROJECT AND ORDER OF PRESENTATION

- Overview
- Objectives
- Facts About Recruitment to Food Service
- Areas Outlined
  - Sanitation and Good Health Practices in Food Handling
  - Care, Operation and Safety in the Use of Equipment
  - Basic Principles and Skills in Producing, Serving and Selling Food
    - Introduction to Grilling, Broiling and Frying
    - Apprentice Pantry
    - The Waitress in Food Service

EXAMPLE OF ORGANIZATIONAL FORMAT FOR CONTENT OF PROJECT

Expected Outcome	Content	Method and Resource

Figure 9

Summary of Project 5:
Development of Job Descriptions

SCOPE OF PROJECT

This project is composed of a collection of ten job descriptions developed for a training program in food production.

The collection of job descriptions is prefaced by a brief explanation of each of the following aspects which are included in each job description: job title, summary of the job, the work performed, equipment and/or materials handled, physical surroundings, and employee qualifications.

CONTENTS OF PROJECT AND ORDER OF PRESENTATION

- Preface
- Job Descriptions
    - Short Order Cook
    - Storeroom Manager
    - Combination Cook
    - Dishwasher
    - Second Cook
    - Butcher
    - Baker
    - Vegetable Preparer and Cook
    - Pantry Girl
    - Potwasher and Silverman
- Bibliography

Figure 10

Summary of Project 6:
A Classroom Plan and Equipment Schedule

SCOPE OF PROJECT

This project is concerned with the development of a tentative classroom laboratory plan and equipment schedule for the teaching of quantity food preparation and related subjects at the post high school level. It is intended, due to costs involved, that the plan be so developed to allow the facilities to be used as a production kitchen for the student cafeteria and/or faculty dining rooms.

The diagram of the laboratory and the equipment schedule are preceded by a list of preliminary statements and explanations of program policies. The equipment schedule appears in brief, rather than detailed form. Specifications such as dimensions, model numbers, and manufacturers are occasionally omitted from some items.

CONTENTS OF PROJECT AND ORDER OF PRESENTATION

- Proposal
- Preliminary Statement and Explanation
- Equipment Schedule
- Diagram of Laboratory Floor Plan

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CHAPTER 7

APPRAISAL OF THE WORKSHOP

Additional information used in evaluating Workshop outcomes was acquired from comments and appraisals solicited at the conclusion of the Workshop from participants and staff. Summaries of these appraisals follow.

A. SUMMARY OF PARTICIPANTS' WORKSHOP EVALUATIONS

Comments Solicited. On the final day of the Workshop responses related to the following areas were solicited from participants.

1. Relative value of program presentations or activities:
    a. The five topics or activities of greatest value.
    b. The five topics or activities of least value.
2. Arrangements for the Workshop.
3. Plans for use of ideas gained from the Workshop.
4. Recommendations to colleagues regarding attendance at a similar workshop.
5. General impressions of the Workshop.

Complete responses were received from thirteen of the fourteen participants. Summaries of these responses follow.

Relative Value of Program Topics and Activities. Participants were requested to list the five program presentations of greatest value and the five of least value. A survey of the distribution of ratings indicated that every facet of the program was represented in the total field of twenty-one topics rated "of greatest value" and "of least value." Eight of the topics were rated only "of greatest value" while three topics were rated as being only "of least value." The ratings of the remaining ten topics were rated with nearly equal frequency as being "of greatest value" or "of least value."

The general acceptance of the total program may be indicated by the greater proportion of ratings in the category "of greatest value." Specifically, 61 per cent of the total ratings were in the category "of greatest value." In all cases, a complete field of five topics was listed for the category "of greatest value." However, nine of the enrollees failed to list a complete field of topics for the category "of least value." One respondent stated "that something could be gained from every presentation."

In Table 1, the total field of twenty-one topics has been divided into five "topic areas." The total number of responses are nearly evenly distributed among the first four topic areas accounting for approximately 95 per cent of the total responses.

While these findings can by no means be considered conclusive, the topics which appear to be of somewhat greater value are those related to curriculum. These topics gained the highest per cent of total ratings. In addition, the ratings of these topics show the sharpest discrimination between categories "of greatest value" and "of least value."

Arrangements for the Workshop. Remarks regarding arrangements for the Workshop were concerned with advance notification, enrollment, scheduling, facilities, and services, program features and Workshop organization. The following is a summary of the participants comments.

1. Several participants desired more complete advance instructions regarding parking, bus service, proximity of housing to Workshop meetings and out-of-state tuition. Whether these remarks were voiced primarily by persons who enrolled in sufficient advance of the beginning of the Workshop is not known.

2. Remarks regarding enrollment favored the fairly wide cross-section of students in attendance. One participant (non-teacher) expressed appreciation for the experience of working with classroom teachers. Some felt that a larger enrollment would contribute to greater group participation. Having experience in commercial operations before beginning to teach food service programs was suggested as being "highly desirable."

Table 1. Relative Value of Workshop Program Topic Areas

	Value Ratings of Topics		
	In category "find of greatest value"	In category "find of least value"	Per Cent of Total Responses
1. Background and Overview of Field. Nature of Food Service Occupations; Detailed Nature of Food Service Occupations; Job Descriptions and the Personnel Situation; Federal Legislation on Wage Earning.	23%	14%	37%
2. Curriculum Aspects. Organization of Projects; The Culturally Disadvantaged and Food Service; Cooks' Training and Table Service for Food Service Salesmen; Project FEAST; Facilities for Food Service Programs; Handout Materials.	26%	36%	9%
3. Demonstrations. Pastry; Butchering, Grading and Identification of Meats; Cutting Tests.	21%	21%	21%
4. Business Viewpoints. Level of Personnel Needed; Dining Room Management; Cafeteria Line Service; Tours, Facilities for Workshop (Kellogg Center).	26%	21%	33%
5. Group Participation. Project Reports; Discussions; Project.	5%	8%	0%

3. Comments with respect to scheduling ranged from remarks suggesting greater use of breaks during sessions to remarks expressing a high degree of satisfaction about the timing, length and balance of sessions. Some interest was expressed regarding the scheduling of at least one informal discussion session or coffee hour for exchange of ideas.

4. Facilities in which Workshop activities took place were generally labeled "excellent." Receiving specific mention were the spacious, comfortable and cool meeting rooms (most were air conditioned) and the convenient eating facilities. The availability of rooms for group work in addition to the officially scheduled sessions was appreciated. A minority found lack of typing service for students an inconvenience. That little appeared to escape the occupational scrutiny of the participants was illustrated by the observation and comment that some campus food was served at below-standard temperatures for hot items.

5. Program features cited indicated a preference for increased emphasis on the areas of program development and teaching methods. Reference materials were believed to be quite helpful.

6. Nearly half of the participants specifically commended the administration and staff of the Workshop for helpfulness and interest.

Recommendations for Future Attendance. All participants reported that they would recommend attendance at a similar workshop to friends and colleagues.

Plans for Use of Ideas. Responses to this aspect of the evaluation ranged from highly specific plans to those considerably more indefinite in nature. One participant noted a realization of the inadequacy of his curriculum which was drawn up before coming to the Workshop and planned to narrow and deepen the scope of the program. Several participants hoped to explore possibilities and assist in determining future plans for establishing food service programs in their schools and/or home economics curricula. Other participants planned to improve the programs in which they were currently engaged, but in most cases the ways in which they would plan to do this were not specified. One participant hoped to send others from his staff to this type of workshop next year.

General Impressions. Several suggestions regarding program emphasis again appeared. While several noted the value of the reference materials, demonstrations, and topics related to curriculum planning and teaching methods, they also requested that greater emphasis be placed on reference sources, curriculum planning, teaching methods and tours of existing programs and facilities.

The interaction and discussion among participants was again mentioned as was appreciated for the helpfulness of the Workshop staff.

Participants in general seemed to feel that the two weeks were both interesting and profitable.

B. STAFF REACTIONS TO WORKSHOP

In addition to offering a background for participants, the Workshop provided an opportunity to examine the feasibility of a pilot program in teacher education. Staff members are in general accord regarding the need for developing innovative approaches of preparing teachers for occupational training programs in food production, sales, and service. Despite the problems involved, the workshop appears to be a feasible means of providing some teacher preparation.

Upon conclusion of the Workshop, staff members studied the plans, developments, and outcomes of the Workshop. A summary of their reactions follows.

Plans. It would be highly desirable to gain as early a start as possible on Workshop plans. This would permit securing commitments of staff, consultants, and resource persons in sufficient advance to insure earlier and more consistent participation in planning and producing the program. Considerable time is also required to make program adjustments and meet unexpected staff changes that inevitably arise. An earlier start would also allow more time to develop appropriate prodecures for publicity and selective recruitment to aid in determining the nature and size of the enrollment.

Participants. It would be highly desirable for each prospective participant to submit in advance an educational and experience reference sheet so that a policy committee might check qualifications and so that staff might be better informed. This would also permit greater advance tailoring of the program to consider the needs of the participants.

The cooperation of participants during the Workshop was generally outstanding. Considering the size of the groups, interaction during the early stages of the Workshop seemed limited, due perhaps to diversity of backgrounds and structure of the first program sessions,

In determining enrollment, considerations must also be given to the levels of expectations appropriate for graduate study. Obtaining comprehensive advance information about participants would provide a more accurate basis for determining limitations for enrollment and program modifications.

Program. A more structured program might have been arranged for the afternoon sessions to provide sequenced experiences in the development of the projects.

Participants could also have benefitted from greater emphasis upon translation of occupational performance factors into an effective training program. This would include the job analysis, curriculum planning, effective selection and use of instructional materials, and evaluation.

The consultants and resource persons were valuable assets to the program. In addition to selecting consultants and resource persons from universities and industry it was felt that experienced teachers of current high school food service programs could have been involved to a greater degree. Contributions of Workshop participants could also have been involved earlier in the program (rather than last day) and to a greater degree.

To encourage group interaction as early as possible in the Workshop experience, some informal gatherings might have been scheduled during the initial stage of, and intermittently throughout, the Workshop.

The task of the Workshop appeared to be rather ambitious considering the factors involved. It would seem that some consideration might be given to limiting the task or expanding the length of future workshops.

Scheduling the Workshop during the early part of August appeared to be convenient for participants and staff attending the Workshop. However, such a schedule is inconvenient for the majority of commercial foods people who are employed for the summer resort trade. Also, scheduling such an event in August leaves little time for participants to complete and refine plans initiated during the Workshop before school begins in September.

CHAPTER 8

CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

The following summary of major conclusions emerges from an analysis of the projects, a study of the Workshop evaluations by participants and staff, and general observations of the Workshop as it progressed.

1. Reactions were favorable to the idea of operating a workshop to train teachers for food service occupational training programs. The staff and consultants expressed a need for developing approaches to teacher education in food service and participants unanimously reported that they would recommend similar training and experience to their colleagues.

2. Current involvement of these participants in developing occupational training programs appears to be generally limited. In reporting the proportion of occupational responsibilities being devoted to the teaching and/or coordinating occupational training programs in food service, only two participants indicated full-time responsibility; most participants were devoting one-fourth or less of their time.

3. Although the small Workshop enrollment and diverse backgrounds and levels of experience provided opportunity for stimulating exchanges of ideas and viewpoints (as several participants pointed out), these extremes in diversity placed severe limitations upon attempts to attain the desired goals of the Workshop in the resulting context.

4. Four factors appearing to influence the nature of the enrollment were: the initial delay in circulating advance announcements to appropriate audiences; conflict of schedule with commitments to summer employers; complete open enrollment policy; and revision of the tentative program occurred too late to accommodate some potential participants.

5. The dual purpose of the Workshop appeared to have been accurately focused upon the currently emerging needs and concerns regarding the development of occupational training programs in food service. However, considering the diversity represented in the enrollment and the scope of each purpose, either purpose could adequately serve as the central emphasis for a two-week workshop.

6. Varying experiences as an employee in some phase of commercial foods were reported by most enrollees. However, previous experience in developing effective training programs for specific occupations appeared to be limited. The Workshop experience seemed to have expanded the participants' concepts of the processes involved in developing effective occupational programs as indicated by the following:

    a. Participants generally displayed an increasing awareness of, and a deepening interest in curriculum development, selection and design of instructional materials, and selection of learning experiences and teaching methods. In their Workshop evaluations, several participants stated that they could have profitted from additional experiences in one or more aspects of program development, particularly in designing instructional guides, developing learning experiences and teaching methods, use of audio-visual aids, and evaluation procedures.

    b. An analysis of Workshop evaluations submitted by participants indicated that in comparison to other types of offerings, program presentations which focused upon application of principles of curriculum development were more consistently rated as being among the most valuable of the Workshop offerings.

7. With the exception of the afternoon sessions, the program appeared to be generally acceptable. The flexibility was found to be too extensive considering the initial needs of the participants to undertake a more structured experience in acquiring competence in applying the fundamentals of curriculum development. The evaluations of some participants included requests and suggestions for the

scheduling of several informal get-togethers throughout the Workshop to promote fellowship and communication.

8. The performance and progress of the participants seemed to be limited by:

    a. Misunderstandings regarding what is considered training for a specific occupation, including some type of cooperative work experience, and types of pre-vocational education.

    b. Insufficient grasp of the nature and function of the job analysis in providing a basis for selecting and organizing content in developing a program in instruction.

    c. Inadequate development and communication of clear, precise, appropriate objectives for the purpose of directing training toward competencies for a particular occupation as suggested by the job analysis.

    d. Limited scope of learning experiences for adequate development of necessary learnings considering content and individual differences of students.

    e. Difficulty in effectively handling the mechanics of research, organization, and writing of the projects. Omission of footnotes and/or bibliographies were frequently noted.

9. Considerable difficulty was experienced in securing available references, curriculum guides, and instructional aids. Many references were borrowed from uncatalogued personal libraries. Complete, centrally located library holdings of all materials needed for curriculum development in commercial foods is generally limited.

10. Consultants and resource persons who appeared on the program were most interested, cooperative, and willing to be helpful. The represented an excellent cross section of leadership concerned and involved in various educational and industrial phases of food service. Except for the participants, the program unfortunately included few resource persons representing leadership in occupational training programs at the secondary school level.

11. The dates for the Workshop seemed to be satisfactory for those participating. An August schedule presents disadvantages to participants desiring additional time to incorporate Workshop ideas into local programs and to

potential participants who are employed full-time during the summer tourist season.

12, For this type of program and for a group of this size, transferring the program sessions to Kellogg Center permitted considerably greater flexibility in arrangements. The excellent facilities and equipment for conferences and teaching accommodated a variety of presentations and activities. In addition, the resources of the University library and the instructional materials center in the College of Education were available to all participants. It was a great convenience to utilize the services of, and to be located near the campus food and residence hall facilities, the Michigan Department of Education and the Michigan Department of Health.

13. Housing accommodations in University residence halls offered the advantages of a campus location designed to promote study and exchange of ideas beyond the formal schedule of the Workshop program. However, longer distances between housing, food services, and locations of conference session presented problems in timing and transportation--especially since there was restricted driving and parking on campus. It seems essential that potential participants be supplied with comprehensive information regarding housing and transportation facilities well in advance of their arrival on campus.

14. Publicity of the offering and recruitment of participants are crucial factors in an undertaking of this type. Effective responses and commitments from potential participants and staff are dependent upon well formulated plans made several months in advance of the Workshop. Leaders in the food service industry and educators concerned with occupational training in this field can be effective in circulating information to interested persons. Getting an earlier start on workshop plans would undoubtedly have permitted more extensive publicity at conferences, in the trade and educational journals, and for advance correspondence with potential participants to solicit interest, answer their requests, and acquire comprehensive background information prior to the Workshop.

15. Future efforts in teacher education in commercial foods might well consider the several diverse groups who appear to be involved in occupational program development:

    a. Home economics teachers with some employment experience in commercial foods who need assistance in developing all facets of the training program.

b. Inexperienced home economics teachers who need employment experience in commercial foods as well as assistance in developing the particular training programs.

c. Food service personnel who have commercial experience and some feeling for training students but who need training in methods of teaching and assistance with curriculum development.

d. Supervisors and administrators who need to become aware of the comprehensive nature of food service education and need to understand the various approaches to program development in effectively fulfilling their tasks of directing the total educational program.

16. Apart from the unanticipated complications inflicted by illness, the general balance of staff duties appeared to be satisfactory. Establishing and formalizing patterns of organization and communication are vital to effective transfer of ideas, orientation of new staff, and to provide continuity in the event of the inevitable problems of illness, transfers, and terminations of staff.

17. Participants frequently commented about the willing and dedicated assistance which they had received from Workshop staff. The range of professional contributions granted by an interdisciplinary approach was indeed and asset.

B. RECOMMENDATIONS AND IMPLICATIONS FOR FUTURE PROJECTS

On the basis of the experience with this Workshop in preparing teachers and instructional materials for occupational training programs in food service, the following recommendations are submitted.

1. The workshop concept appears to be a feasible means of preparing teachers and materials. It should, however, be considered as but one segment of a total program to meet the needs of a rapidly emerging complex of occupational training programs in food service. To meet comprehensive needs, it would seem advisable to utilize a workshop as an initial activity in teacher education followed by a sequence of inservice training conferences.

2. Several scheduling patterns may be needed in developing a comprehensive approach to teacher education in commercial foods. To meet the needs of the several diverse groups of

personnel involved in establishing training programs, provision must be made: for the teacher who needs time following a summer workshop to fully implement program ideas before school begins; for the teacher who is employed during summer months; and for the teacher who needs a sequential teacher training experience.

3. The interdisciplinary approach should be continued since it offers major advantages in securing resources and in strengthening effective relationships between various departments. In addition, this approach permits the application of a wider range of professional experience to problems which arise. It is recommended that consultants in business and distributive education become more extensively involved since their experience could provide valuable insight into the considerations involved in developing cooperative occupational training programs.

4. Approaches to aid in securing advance attendance commitments of potential participants should be investigated. This is a vital consideration both for determining the resources to be required and also for assisting each participant in the most effective and efficient manner. The following types and possible sources of financial aid might be considered.

    a. Types

        --local school reimbursement
        --tuition scholarships
        --travel scholarship
        --grant for tuition and living expenses (complete or partial)

    b. Sources

        --Council on Hotel, Restaurant, and Institutional Education
        --Local and State Restaurant Associations
        --State and Federal United States Office of Education Grants
        --Regional and National Industrial Firms and Associations

5. The practice of housing participants within campus residence halls should be continued. It seems advisable to also schedule informal gatherings of the group, especially during the initial stages of the workshop, to promote interaction as early as possible.

6. The following suggestions are submitted for consideration by those who may be developing future teacher education programs in commercial foods.

    a. Limit the emphasis in a two-week workshop to one central task.

        1) For an offering designed for participants relatively inexperienced in commerical foods the emphasis could be placed upon developing teacher competence in; understanding the nature of the industry; observing and analyzing competencies required of workers in selected occupations; structuring content; and selecting appropriate learning experiences and teaching methods.

        2) In a two-week period, the task of adapting existing curriculum and instructional materials and the development of additional ones for wide distribution should be limited to persons who have had some previous experience in teaching and/or coordinating occupational training programs in food service.

    b. Investigate the possibility of expanding a workshop to:

        1) A period of three to four weeks to permit undertaking the type of comprehensive dual emphasis planned for the 1965 Workshop.

        2) A series of experiences beginning with a Workshop and continuing with periodic follow-up conferences during the school year.

    c. Continue to provide for flexibility within the total program, but substitute a series of guided instructional units for the optional consultantship assistance in the initial stages of structuring content, developing appropriate learning experiences and teaching methods, and in preparing instructional materials.

    d, Intensify the emphasis upon using a job analysis as a basis for: identifying specific types and levels of behaviors involved in a particular job; developing appropriate instructional methods and materials; and for designing model curricula which can be modified to suit local conditions.

7. Developing comprehensive programs of teacher education and occupational training in commercial foods depends upon securing appropriate references and organizing them in one or more centralized locations. It is imperative that these materials be examined by curriculum specialists and knowledgeable industrial personnel to indicate the purpose for which the materials are most appropriate and to determine the areas of occupational education in greatest need of supplementary materials.

8. Ultimately, a total program preparing teachers for occupational education programs must also train teachers in the following aspects of occupational program development:

   a. Organizing and working with a local advisory committee.

   b. Designing suitable laboratory facilities.

   c. Coordinating supervised, cooperative work experiences in commercial establishments.

   d. Conducting effective evaluation procedures during training and determining suitable criteria to indicate when student performance has progressed to a point that employment can be recommended.

   e. Conducting effective follow-up procedures to evaluate the program.

   f. Establishing sound public relations programs.

APPENDICES

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APPENDIX A.1

Workshop: Curriculum and Methods for
Food Service Occupation Programs
August 2-13, 1965

Coordinator: Dr. Helen Hollandsworth
Home Economics Education
331 Erickson Hall
Michigan State University

Tentative Schedule

AUGUST 2

9-10 Introduction to Workshop
10:15-11:15 Orientation: Nature of Food Service Occupations
1-3 Detailed Nature of Food Service Occupations

AUGUST 3

9-10 How To Do Job Description
10:15-11:15 Levels of Personnel Needed (panel of Owners)
11:15-12 Federal Legislation on Wage-Earning
1-3 Organization of Work Groups
3 Field Trip to MSU Stores

AUGUST 4

9-10 Project FEAST
10-12 Facilities need for training--various plans for providing:
   a. School
   b. Cooperative Work Programs
1-3 Can the Culturally Deprived Find a Place in Food Service Occupations?

AUGUST 5

Group A: Food Preparation		Group B: Food Sales and Service	
9-12	Butchering, Grading and Identification	9-12	Food Handling Cafeteria Line Service
1-3	Choice of Laboratory or Group Work	1-3	Work Session

AUGUST 6

Group A		Group B	
9-12	Flame'	9-12	Hostessing, Cashiering
1-3	Work Sessions	1-3	Work Sessions

AUGUST 9

Group A		Group B	
9-12	Frying	9-12	Table Service (Waitressing, Work Stations, etc.)
1-3	Work Session	1-3	Work Session

AUGUST 10

9-12 Menu Merchandising
1-3 Choice of Laboratory or Group Work

AUGUST 11

Group A		Group B	
9-12	Garde Mange	9-12	Food Handling: Sanitation
1-3	Work Session	1-3	Work Session
3-5	Field Trip (new residence hall kitchen)	3-5	Field Trip (new residence hall kitchen)

AUGUST 12

9-10 Food Quality
10-12 Cutting Tests
1-3 Work Session

AUGUST 13

Work Groups Reports and Evaluation of Workshop

APPENDIX A.2

WORKSHOP: CURRICULUM AND METHODS FOR FOOD SERVICE SERVICE OCCUPATION PROGRAMS
MICHIGAN STATE UNIVERSITY

August 2-13, 1965

Monday, August 2, 1965

Room 115 Annex, Erickson Hall — Chairman: Henry O. Barbour,
Professor and Director
Hotel Management

9:00 - 10:00 A.M. — INTRODUCTION TO WORKSHOP
REGISTRATION

10:00 - 10:15 — BREAK

10:15 - 12:00 — ORIENTATION: NATURE OF FOOD SERVICE OCCUPATIONS

Miss Kathryn Bruce, Educational Director
National Restaurant Association

12:00 - 1:00 — LUNCH

1:00 - 2:00 — Orientation continued

2:00 - 3:45 — DETAILED NATURE OF FOOD SERVICE OCCUPATIONS

Mr. Leonard Zehnder, Doctoral Candidate,
Business Education

Tuesday, August 3, 1965

Room 76, Kellogg Center — Chairman: Dr. Helen Hollandsworth
Associate Professor
Home Economics Education

9:00 - 10:00 A.M. — HOW TO DO JOB DESCRIPTIONS

Dr. Fredrick Shedd, Assistant Professor and
Coordinator, Labor and Industrial Relations

10:00 - 10:15 — BREAK

10:15 - 11:15	LEVEL OF PERSONNEL NEEDED
	Mr. C. B. "Bill" Knapp, President Bill Knapp's Michigan, Inc.
	Mr. Holford G. Aarison, Regional Manger, Holiday Inn's of America
	Mrs. Rosemary Howe, Catering Manger Jack Tar Hotel
11:15 - 12:00	FEDERAL LEGISLATION ON WAGE EARNING
	Mr. Robert Winger, Director, Vocational Education Michigan State Department of Public Instruction
12:00 - 1:00	LUNCH
1:00 - 3:00	ORGANIZATION OF INDIVIDUAL OR GROUP PROJECTS
	Dr. Helen Hollandsworth
3:00	FIELD TRIP TO M.S.U. STORES

Wednesday, August 4, 1965

Room 76, Kellogg Center Chairman: Professor Henry O. Barbour

9:00 - 10:00	FACILITIES FOR FOOD SERVICE PROGRAMS
	Dr. Edward Kazarian, Assistant Professor Hotel Management
10:00 - 10:15	BREAK
10:15 - 12:00	DINING ROOM MANAGEMENT -- HOSTESSING AND CASHERING
	Mr. Frank Lance, Manager Northland Stoffer's
12:00 - 1:00	LUNCH

1:00 - 1:45	ROLE OF UNIONS Mrs. Myra Wolfgang, Vice President Hotel, Restaurant and Bartenders Employees International Union
1:45 - 3:45	CAN THE CULTURALLY DEPRIVED FIND A PLACE IN FOOD SERVICE OCCUPATIONS? Dr. Helen Hollandsworth

Thursday, August 5, 1965

Room: Meat Lab
Annex, Anthony Hall

Chairman: Dr. Edward Kazarian

9:00 - 12:00	BUTCHERING, GRADING AND IDENTIFICATION Dr. James Price, Food Science
12:00 - 1:00	LUNCH
1:00 - 3:00	CHOICE OF LABORATORY OR WORK SESSION

Friday, August 6, 1965

Room 71, Kellogg Center

9:00 - 10:00	PROJECT FEAST Mrs. Hilda Watson Gifford, Director
10:00 - 10:15	BREAK
10:15 - 12:00	CUTTING TESTS Mr. Norman Steiner, Vice President John Sexton Company
12:00 - 1:00	LUNCH
1:00 - 3:00	WORK SESSION

Monday, August 9, 1965

Room 71, Kellogg Center   Chairman:

9:00 - 12:00	FRYING
	Mr. Robert Wert, Proctor and Gamble
12:00 - 1:00	LUNCH
1:00 - 3:00	WORK SESSION

Tuesday, August 10, 1965

Room 71, Kellogg Center   Chairman:

9:00 - 12:00	PASTRY
	Mr. Robert Wert
12:00 - 1:00	LUNCH
1:00 - 3:00	CHOICE OF LABORATORY OR WORK SESSION

Wednesday, August 11, 1965

Room 76, Kellogg Center

9:00 - 12:00	TABLE SERVICE (WAITRESSING, WORK STATIONS, ETC.)
	Miss Gladys Knight, Associate Professor Tourist and Resort Service
12:00 - 1:00	LUNCH
1:00 - 3:00	WORK SESSION
3:00	FIELD TRIP TO NEW RESIDENCE HALL KITCHEN

Thursday, August 12, 1965

Room 76, Kellogg Center Chairman:

9:00 - 12:00	FOOD HANDLING: CAFETERIA LINE SERVICE Miss Winifred Eliason, Greenfield - Milk Restaurant
12:00 - 1:00	LUNCH
1:00 - 3:00	WORK SESSIONS

Friday, August 13, 1965

Room 76, Kellogg Center Chairman

9:00 - 12:00	PROJECT REPORTS
12:00 - 1:00	LUNCH
1:00 - 3:00	PROJECT REPORTS EVALUATION OF WORKSHOP

APPENDIX B.1

FOOD TEACHERS' WORKSHOP
at
Michigan State University

August 2-13, 1965

Title: Curriculum and Methods for Food Service Occupation Programs

For home economics teachers and supervisors and distributive or industrial education personnel who supervise, teach, and coordinate high school, area vocational school, post-high school, and adult retraining programs for food production, sales, and service occupations.

Will cover the nature of occupations of the food production, sales, and service areas and the competencies expected of workers, the availability of instructional materials in these fields, suggested laboratory-type teaching methods for this area, and the review and production of instructional outlines.

A cooperative offering of Home Economics Education and Business Education, College of Education; the School of Hotel, Restaurant, and Institutional Management, College of Business, Michigan State University; and the Division of Vocational Education, Department of Public Instruction, State of Michigan. Dr. Helen Hollandsworth, Director, assisted by resource staff from distributive education; hotel restaurant and institutional management.

EDUC 881 3 credit hours

or

HRI 890

MTWThF 9 a.m. to 12 noon; 1:30 p.m. to 3:30 p.m.

Tuition $36.00 for the two weeks

Industrial personnel may register as visitors subject to availability of space.

For further information write:
Dr. Helen Hollandsworth
331 Erickson Hall
Michigan State University
East Lansing, Michigan

APPENDIX B.2

Workshop in
CURRICULUM AND METHODS
FOR FOOD SERVICE OCCUPATION PROGRAMS
August 2-13, 1965

This is a tentative workshop schedule.

Workshop members will be divided into two main areas of emphasis:

Group A - Food Preparation
Group B - Food Sales and Service and Handling

As far as possible, individual preference for group assignment will be honored.

Small working groups, which will develop and share instructional materials, will be formed according to the areas of interest and program levels of participants.

If you are considering enrolling (or if you have already indicated your interest), your help in making final plans would be appreciated. Please complete the lower section of this page, tear it off, and mail it to the workshop coordinator:

Dr. Helen Hollandsworth
Home Economics Education
331 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

- -

1. Your plans for attendance

______Definite ______For credit
______Tentative ______Visitor

2. Preference for major emphasis - check one.

______Group A - Food Preparation
______Group B - Food Sales and Service

3. Possible small work group interest (may change).
4. Comments, suggestions for schedule (may use back of page).

Your name______________________ Subject area background and present position____________________________

Address ______________________ Need resgistration information

______________________ Yes_____ No_____

APPENDIX B.3

WORKSHOP

Curriculum and Methods for Food Service Occupation Programs

August 2-13, 1965
Michigan State University

Available Courses

Each student accepted for study by the university may earn a maximum of three term credits which may also be applied toward a graduate degree.

Industry personnel are permitted to register as visitors (without credit) subject to availability of space.

The tuition for the two weeks for students enrolled for credit or as visitors, is $36.00.

ED 881 WORKSHOP IN EDUCATION. 2-10 credits. May re-enroll for a maximum of 10 credits. Approval of department.

Laboratory approach which provides opportunities for experienced educational personnel to concentrate their study on common administrative and supervisory problems.

HRI 890 SPECIAL PROBLEMS. 3 credits. Approval of school.

Opportunity for the outstanding student to engage in depth analysis for a service industry area of his choice that will result in a positive contribution to the field.

APPENDIX C.1

WORKSHOP: CURRICULUM AND METHODS FOR FOOD SERVICE OCCUPATION PROGRAMS

MICHIGAN STATE UNIVERSITY

August 2-13, 1965

WORKSHOP PERSONNEL

Co-Directors

Professor Henry O. Barbour
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410 Eppley Center, Michigan State University

*Dr. Helen Hollandsworth
Associate Professor, Home Economics Education
331 Erickson Hall, Michigan State University

Resource Personnel

Mr. Holford G. Aarison
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Miss Kathryn Bruce
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**Miss Carolyn Dommer
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331 Erickson Hall, Michigan State University

Miss Winifred Eliason
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Mrs. Hilda Watson Gifford
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Mr. Clare Gunn
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Dr. Peter Haines
Professor, Business Education, College of Education
316 Erickson, Michigan State University

Mr. Robert Herron
Manager, Food Stores
Food Stores, Michigan State University

Mr. Gary Hotchkin
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Mr. C. B. Knapp
President, Bill Knapp's Michigan, Inc.
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Miss Gladys Knight
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Mr. Kenneth Rowe
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Food Production Management Specialist,
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Mr. Ronald B. Smith
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Case Hall, Michigan State University

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***Mr. Robert Wert
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***Mrs. Myra Wolfgang, Vice President
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100 Selden, Detroit, Michigan

Mr. Leonard Zehnder
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Institutional Management
408 Eppley Center, Michigan State University

The above people from business, education, and government aided the Workshop by serving as lecturers, consultants, and discussion leaders, and by assisting with special projects. Their professional interest and valuable assistance is deeply appreciated.

*Deceased (12/65)
**Assumed Dr. Hollandsworth's duties in preparing the Workshop Report.
***Presentation regretably cancelled by resource person due to extenuating circumstances.

APPENDIX C.2

WORKSHOP: CURRICULUM AND METHODS FOR FOOD SERVICE OCCUPATION PROGRAMS

August 2-13, 1965
Michigan State University

LIST OF PARTICIPANTS

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Margaret Stampfly
Home Economics Teacher (Vocational)
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Phyllis E. Wigg
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Brother Terry Williams, S.J.
Director of Food Service
Address: Business - Regis College, 3425 Bayview Avenue,
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Margaret C. Zimmerman
Teacher - Foods in World of Work
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APPENDIX C.3

PROJECT CONTRIBUTORS

Figure 5--Project 2

Helen Coyle
Shirley McCoy
Elvera H. Nelson

Figure 6--Project 3

Mary E. Dougherty

Figure 7--Project 4

Clyde H. Davis
Oscar Dummitt
Earl J. Robinson

Figure 8--Project 1

Molly Kantarian - Grilling, Broiling, Frying
Margaret Landon - Sanitation
Margaret Stamfly - The Waitress in Food Service
Phyllis Wigg - Apprentice Pantry
Margaret Zimmerman - Equipment

Figure 9--Project 5

Brother Terry Williams, S.J.

Figure 10--Project 6

Daniel K. Jentran

APPENDIX D.1

Workshop: Curriculum and Methods
for Food Service Occupation Programs

Michigan State University
August 2-13, 1965

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APPENDIX D.2

REFERENCES - COMMERCIAL FOODS*

Training Program Publications

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Commercial Foods -- Mathematics. Vocational Division, Middlesex County Vocational and Technical High Schools, New Brunswick, New Jersey. Price $1.00.

FOOD SERVICE, A Course of Study. Department of Industrial Education, College of Education, University of Missouri, Columbia, Missouri. Price $1.50.

INSTITUTIONAL FOOD SERVICE SUPERVISORS, A Course of Study. Department of Industrial Education, College of Education, University of Missouri, Columbia, Missouri. Price $1.50.

CHEF, A Course of Study. Department of Industrial Education, College of Education, University of Missouri, Columbia, Missouri, Price $1.50.

CHEF, A Key to Questions. Price $ .25.

VOCATIONAL MEAT CUTTING, A Course of Study. Iowa Training School for Boys, Eldora, Iowa. Price $1.00.

VOCATIONAL MEAT CUTTING, Answer Book. Price $1.00.

*All references listed in section D.2 were distributed to Workshop participants by:

Miss Gladys Knight
Associate Professor
Tourist and Resort Service
Cooperative Extension Service
School of Hotel, Restaurant and Institutional Management
Michigan State University
East Lansing, Michigan

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The Essentials of Good Table Service. The Cornell School of Hotel Administration, 327 Statler Hall, Cornell University, Ithaca, New York, 1960. Price $ .75.

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The A B C's of Courtesy. Lefler. Hayden Book Company, Inc., 850 Third Avenue, New York, New York, 1957. Price $1.00.

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Restaurant Employee Training Manual - Do's and Don'ts of Restaurant Training in Pictures. Patterson Publishing Company, 5 South Wabash Avenue, Chicago, Illinois. Price $1.50.

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Wakefield, Ruth, *Toll House Tried and True Recipes*. M. Barrows & Co., Inc., New York, New York.

Success in the Restaurant Business, National Cash Register Co., Dayton, Ohio.

Food Service Selling: Instructor's Manual, University of Texas, Distributive Education Department, Division of Extension, Austin, Texas. $3.00.

Meat Buyer's Guide to Standardized Meat Cuts, National Association of Hotel and Restaurant Meat Purveyors, Chicago, Illinois.

Meat and Meat Cookery - 256 pages, National Live Stock & Meat Board, 36 South Wabash Avenue, Chicago, Illinois, $ .50. limit of one copy.

Wall Posters

Colored Food Value Charts - 20" x 30". A set of 10 charts giving recommended intakes of essential nutrients for every age group, plus foods which are important sources of these essentials. A valuable teaching aid for use in classrooms and clinics. When the sets of charts are taken apart and mounted, they make an attractive and educational nutrition display for offices, stores, etc. Foods are illustrated in full color. AMA approved. National Live Stock & Meat Board, 36 South Wabash Avenue, Chicago, Illinois. $1.50 each.

Meat Teaching Charts - 24" x 35". A set of 14 charts covering the subjects of meat selection, care and cookery. Printed in two colors, these charts are designed primarily for lecture purposes. A lecture guide, in the form of a handbook, accompanies the charts. National Live Stock & Meat Board, 36 South Wabash Avenue, Chicago, Illinois. $1.50 each.

Wall Charts - 22" x 33". Three individual charts of beef, pork and lamb showing wholesale and retail cuts and correct cooking methods for each cut. Printed in three colors. Order by name - beef, pork, lamb. National Live Stock & Meat Board, 36 South Wabash Avenue, Chicago, Illinois. $ .10 each or $ .30 per set.

Identification Slides

Full Color Slide Set - 82 slides 2" x 2". A valuable aid in teaching meat identification for home economics and meats classes at the high school and college level. Suitable for TV and public showing. Retail cuts (beef, veal, pork, lamb, variety meats) shown in natural colors. Packaged in sturdy container. National Live Stock & Meat Board, 36 South Wabash Avenue, Chicago, Illinois. $10 per set.

Films and Film Strips

Beef from Store to Table - Just released. National Live Stock & Meat Board, 36 South Wabash Avenue, Chicago, Illinois.

Pork from Store to Table - To be released. National Live Stock & Meat Board 36 South Wabash Avenue, Chicago, Illinois.

How to Cook Meat by Moist Heat - 53 frames. How to Cook Meat by Dry Heat - 52 frames. Full color meat cookery film strips to illustrate 20 minute lecture on each subject. Complete script for lecture sent free with each film strip. Also includes suggested test questions. National Live Stock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois. one film strip $3.00, both for $5.00.

Merchandising Beef - Muscle Boning the Chuck - 55 frames. Film strip of action pictures in full color showing step-by-step how to convert a beef chuck into desirable boneless cuts. National Live Stock & Meat Board, 36 South Wabash Avenue, Chicago, Illinois. $5.00.

Transcription Record for Merchandising Beef - Muscle Boning the Chuck - one record. National Live Stock & Meat Board, 36 South Wabash Avenue, Chicago, Illinois. $2.95.

An Outbreak of Staphylococcus Infection. 16 mm. Sound-color. 13 min. Depicts a case study of a typical outbreak of food-borne illness. Shows symptoms of the victims, tracing the source and reasons for incidence of the organisms in the food. Communicable Disease Center, U.S. Department of Health, Education and Welfare, Atlanta 22, Georgia. Free (pay postage)

Kitchen Habits. 16 mm. Sound-color. 12 min. Portrays importance of good sanitation habits in relation to preparation of food. Stresses individual awareness of responsibility and effective supervision to develop these habits. Communicable Disease Center, U.S. Department of Health, Education and Welfare, Atlanta 22, Georgia. Free (pay postage)

Make Mine Turkey. 16 mm. Sound-color. 20 min. Details of turkey boning procedure. Time saving cooking methods for large quantity food service. National Turkey Federation, P.O. Box 69, Mount Morris, Illinois. Free (pay postage)

Dishwashing Dividends. 16 mm. Sound-color. 25 min. Training film to show how tableware sanitation can be achieved through use of good equipment and proper type of detergent and drying agents and hot water. Economics Laboratory, 250 Park Avenue, New York 17, New York. Free (pay postage)

Salad Preparation. 16 mm. Sound-color. 20 min. Detailed preparation of greens and other salad materials. Use of a French knife; how to section citrus fruits. Syracuse University Film Library, Syracuse 10, New York. Rental free.

Glamorizing Fruits and Vegetables. USDA. Colored film strip or slides, 20 - 2" x 2". Accompanying narration. Very good. State School Lunch Supervisor, Departmentof Education, Your State. Free (pay postage)

Foods, Fats, and Fryers, 16 mm. Sound-color. 25 min. Information on kinds and characteristics of fats. Proper care of fryers and methods of cooking foods. Excellent for training. Food Service Division, Armour & Company, Union Stock Yards, Chicago 9, Illinois. Free (pay postage)

Ground Beef - Passport to Far-Away Places. Film strip. Color. 15 min. Ground beef emphasized as a versatile food and used as a base in many foreign dishes which could be adapted to school menus. Very good. Booklets available. Evaporated Milk Association, 228 North LaSalle Street, Chicago 1, Illinois. Free (pay postage)

Your Meat Inspection Service. 16 mm. Sound-color. 25 min. Details of federal inspection from the stock yards to the product ready for market. Very interesting. Your State Department of Education Library. Free (pay postage)

Menu for Growth. 16 mm. Sound-color. 20 min. Portrays philosophy of school lunch and includes management practices. American School Food Service Association, P.O. Box 8811, Denver 10, Colorado. Free (pay postage)

The Winner.. 16 mm. Sound-color. 25 min. Explains use of a steamer by a chef who also shows preparation of meats, vegetables, and desserts. Describes cleaning methods. The Cleveland Range Company, 971 East 63rd Street, Cleveland, Ohio. Free (pay postage)

Modern Sandwich Methods for Quantity Food Service. American Institute of Baking, 400 East Ontario Street, Chicago 11, Illinois. Rental fee $10.00, Purchase $30.00.